

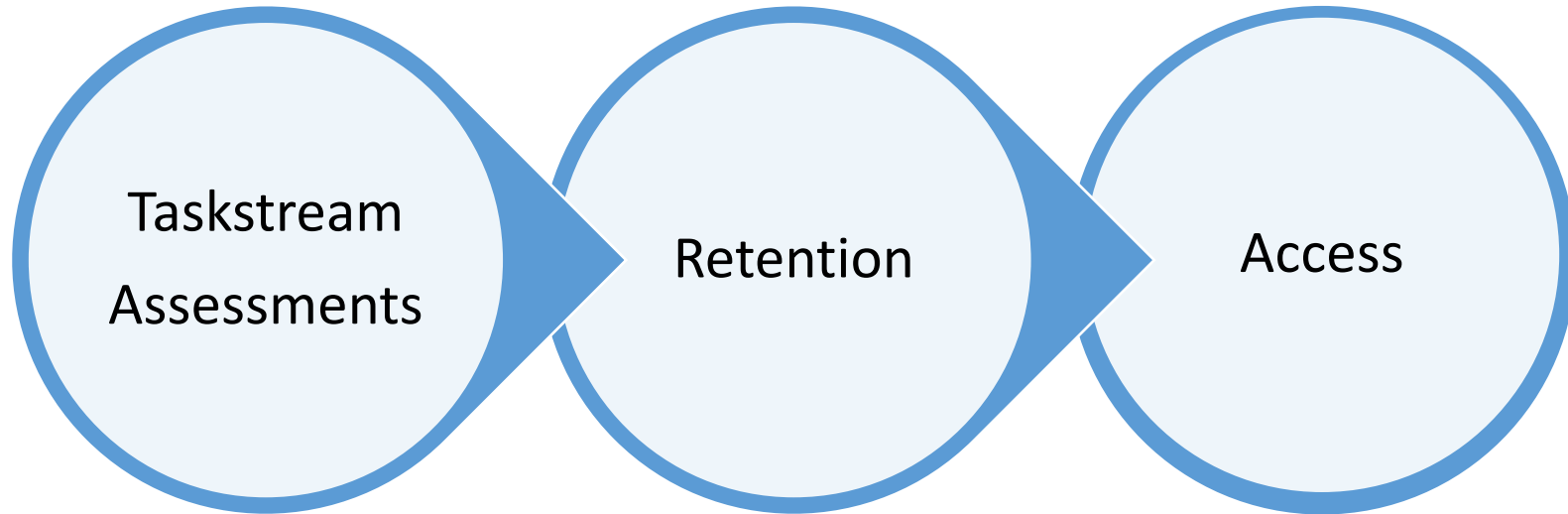
Assessment Symposium

Division of Academic Support Services
Fall, 2017

Framework

- What did you assess?
- How did you assess it? (measurement strategy)
- What did you find out? (what did the data tell you)
- What are you going to do as a result of your findings? (Actions)
- What resources do you need to make it happen/close the loop?
- Reflections (improvements)
- Research (supporting effort)

Mapped to.....



Universally designing PPTs

http://accessproject.colostate.edu/udl/modules/powerpoint/mod_ppt.php?display=pg_2

Logistics

- 5-7 minute presentation per area
- Focus on findings

The Office of Student Accessibility Services is committed to serving individuals with disabilities

Assessed the usage of accessible technology as the office seeks to improve students' self-efficacy.

Findings

- 84% of students used the new testing form to schedule exams
- 34 total students requested a Kurzweil account for at-home use
- 25 equipment loans (digital audio recorders, Smart Pens)

As a result of findings: Kurzweil trainings need to be held. Smart Pen use could be pushed harder

Resources needed: \$3000 per year for Kurzweil3000 site license, additional funding for SmartPens

Reflections

- Students use the online form, but some still show up without arranging a time
- Students need training on Kurzweil – workshop style vs. one on one
- Note taking accommodations are tricky to navigate, and it is better to start with recording lecture before hiring a note taker – students that take their own notes do better and are more engaged with the material than those that rely on a note taker

Research

Hecker, L., Burns, L., & Elkind, J. (2002). Benefits of Assistive Reading Software for Students with Attention Disorders. *Annals Of Dyslexia*, 52243-272. doi:10.1007/s11881-002-0015-8

Heyward, S., JD. (2017, November 7). *The Policy and Procedure Checklist*[PDF]. Salome Heyward and Associates.

Thoma, C. A., & Getzel, E. E. (2005). "Self-determination is what it's all about": What Post-secondary Students with Disabilities Tell us are Important Considerations for Success. *Education & Training In Developmental Disabilities*, 40(3), 234-242.

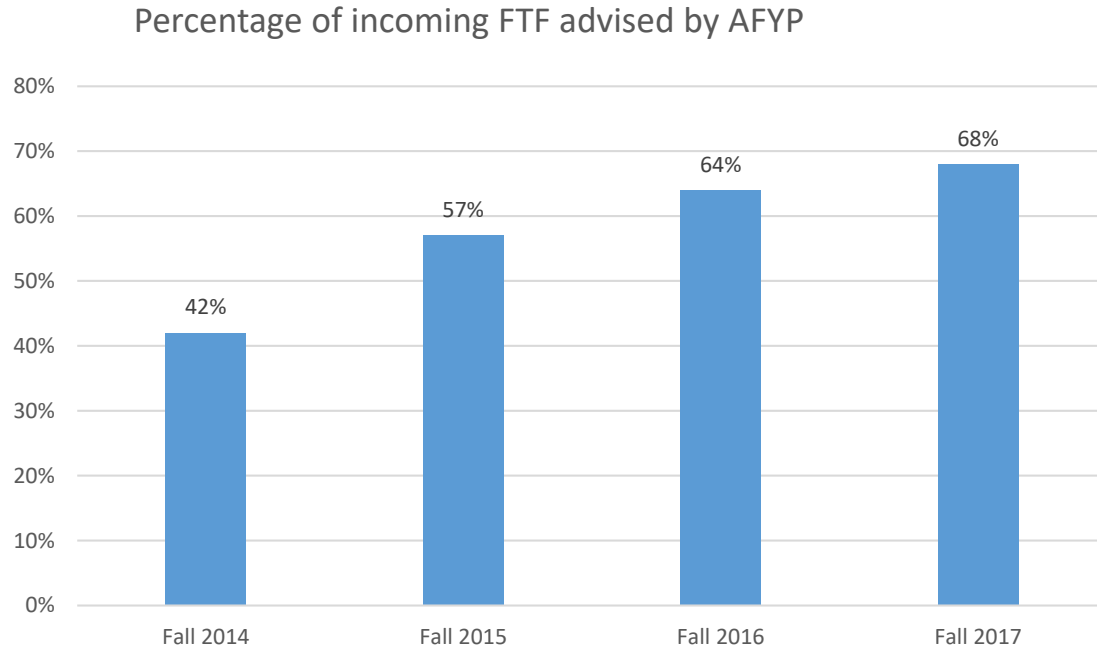
Advising and First Year Programs is dedicated to assisting students in their academic and personal development

Assessed

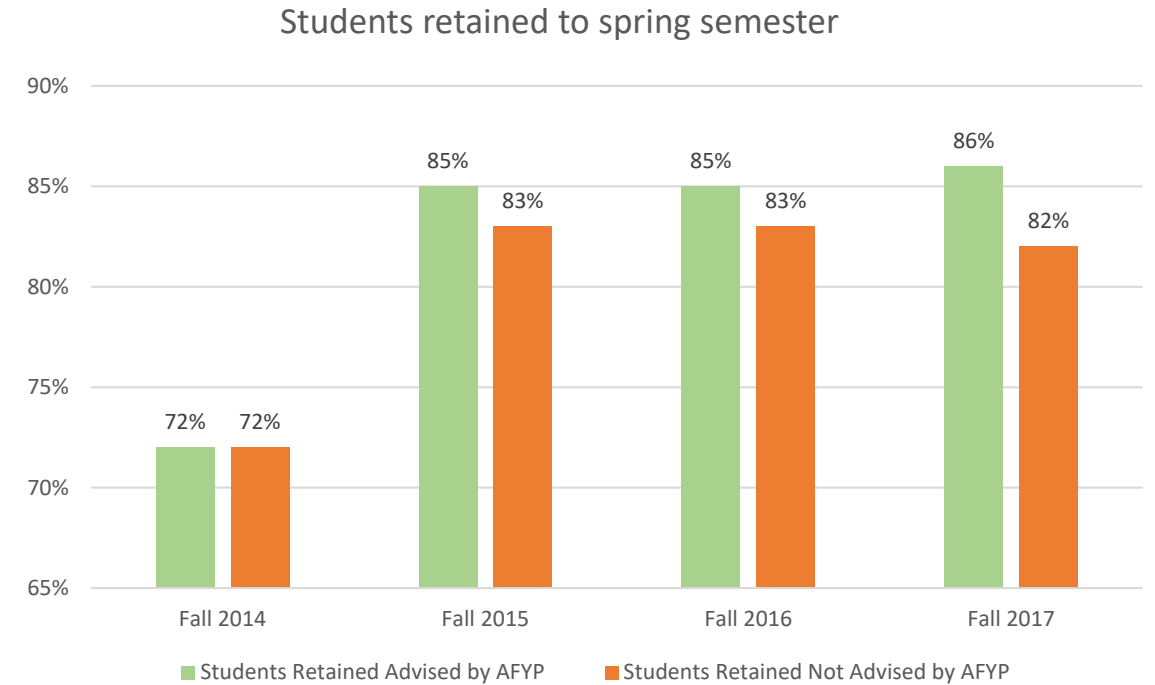
- Preparing new students for first semester coursework via summer advising sessions
 - target 60% of incoming class advised by office prior to start of the semester
 - Proactive outreach by AFYP done for the first time in 2017 (texting)
- Increasing student retention by following the recommendations of the FYE Advisory group and increasing the number of sections with a theme and those that meet for 12 weeks or less.

Findings:

Students advised:



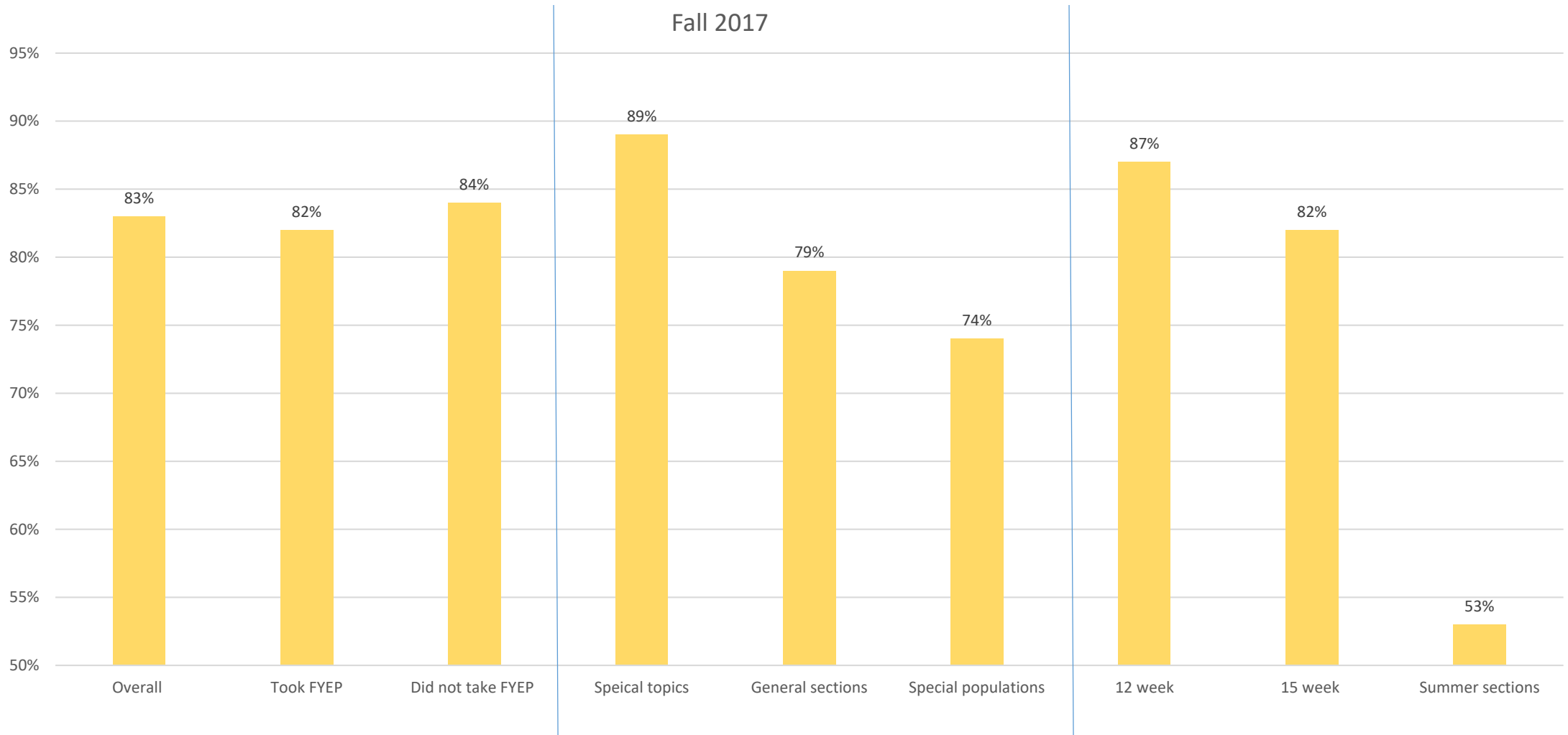
Students retained:



Fall 2017 goal was to reach 60% of incoming students and provide them with an advising session. We had 68% (477 out of 690)

Of those 86% were retained to spring semester, compared with 82% for FTF overall

Increased topic specific FYE sections



As a result of findings

- Develop online resources – videos on study skills, how to use DegreeWorks, how to make a plan, how to apply for graduation, etc.
- Would like to extend the outreach. Once the relationship is established, helpful to have same advisor reach out to student at week 1 or 2 and check in.
- Maintain, perhaps increase, the number of sections of FYEP that are theme specific.

Resources needed

Enhance personnel outreach and intervention efforts via increased staffing (T/S) for academic/success coaches ('person')-not just for at-risk students

Reflections

Collaborations: By hiring faculty from each of the three schools and making a point of rotating this assignment, we have more faculty who gain an understanding of what is done for new students and we gain an understanding of how things are done in their departments.

FYEP 101 Student Learning Outcomes

Assessed following SLO's:

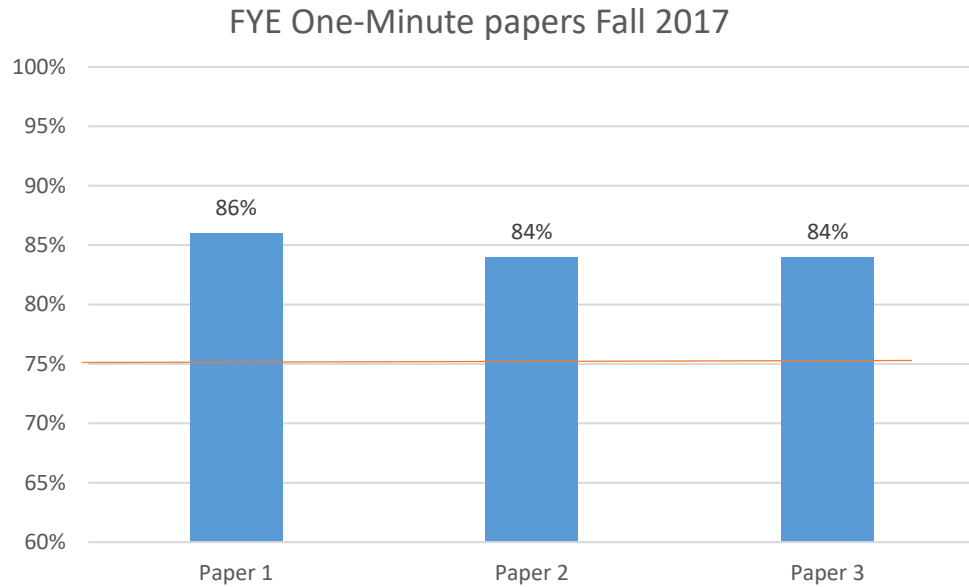
- Identify the best methods to access quality information
- Develop strong college-level academic skills such as personal responsibility, time management, goal setting, health and wellness
- Identify and utilize campus resources
- Identify and short-term and longer-term academic and career goals

How assessment accomplished

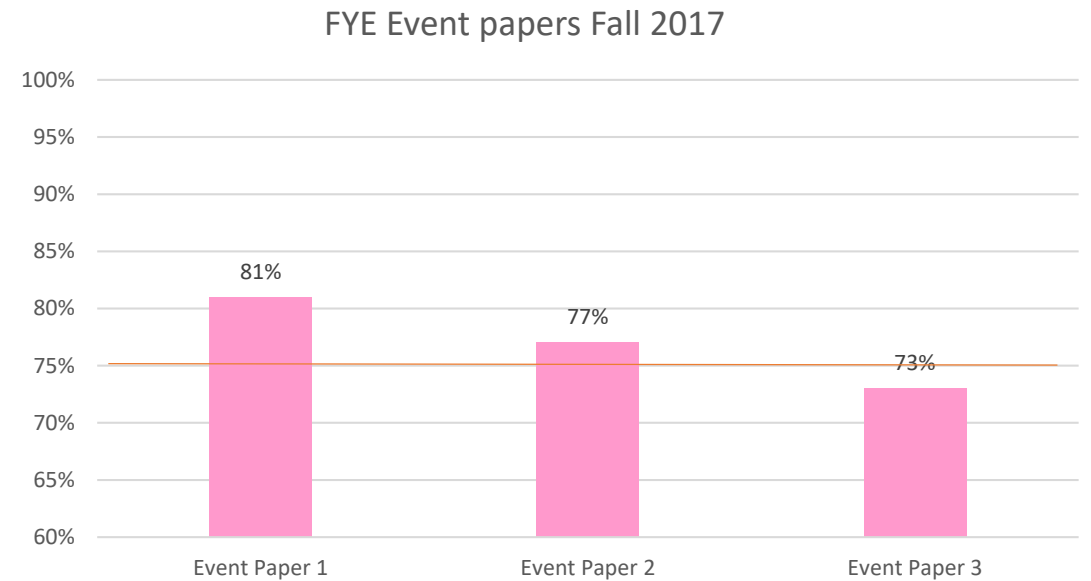
- Student work assessed: One minute papers, research proposal, event papers, final assessment
- Measurement strategy: scores, rubric, student self-evaluation

Data

- One minute papers, turned in on time (goal is 75%):



- Event papers, turned in on time (goal is 75%)



Data

- Research proposal, turned in with 3 quality references: 70%
- Student self-assessment:
 - Use campus resources: 82%
 - Identify goals: 85%

Findings: What the data told us

- Benchmarks met – with the exception of Event Paper 3
- Student final assessment as a self-reflection tool
- Fall 2017: 87% pass rate

Action

While benchmarks are met, students who take FYEP don't seem to be retained at higher rates. Some strategies for Fall 2017:

- Incorporate recommendations of FYEP Advisory Board
 - Increase the number of sections that are based on a theme
 - Increase the number of sections that meet twice per week
 - Allow individual sections to tailor the research project to a community service project as appropriate.
 - Increase the profile of FYE at campus events

Resources needed:

- Pay for an outside speaker for our FYE Instructor retreat

Career Services is dedicated to preparing students for their future careers

Assessed student satisfaction with services using student satisfaction survey

Findings: Students highly satisfied; strong demand for resume, mock interview, post grad job searching

As a result of findings (1) Target specific majors and online students (2) Pilot peer mentoring program to increase offerings to face to face and online students – increase hours of availability

Resources needed: \$500 to pilot peer mentors

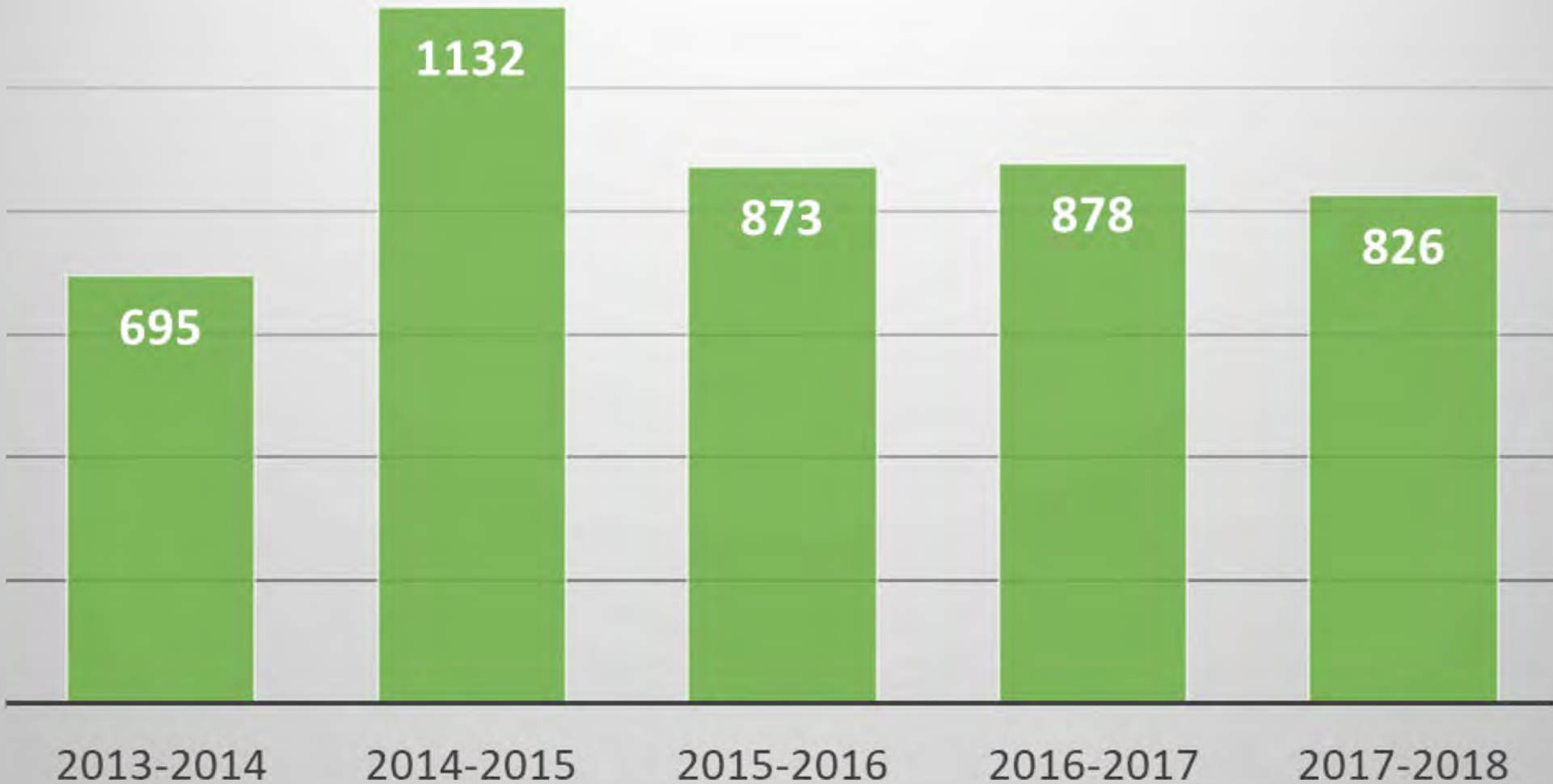
Reflections

- Work with IR to improve survey instrument
 - Rate each service and include survey for all departments in Ready Center
- Continue to build on groundwork established with online students – online career fairs (both our own and SUNY CDO), online open house, increased marketing to online students

Data

- 100% of surveyed students would recommend Career Services to others
- 100% of surveyed students were Very Satisfied or Satisfied by their experience
- 53.8% came in for resume services
- 28.2% came for interview prep or mock interviews
- 25.7 % came in for career coaching or assessment
- 23.1% came for internship or post grad job search

Career Services Office Appointments



Activitiy	(units)	Fall 2017
Student visits to Office		826
FYE Presentations	14	280
Residence Hall Presentations	1	30
Career Fair		356
Resumania	2	30
TRiO Presentations	12	100
SGA & CAB Business Etiquette (1)		12
Solar Ready Vets	1	20
CLEP/DSST Tests		10
Online Career Fair (Canton & SUNY)		225
Total Served		1889
Represents 5% increase over last year total		

Collaboration

- Worked collaboratively with Alumni office on building connections with alumni industry and corporate leaders
- Engineers Week – work with CSOET, Alumni and Admissions
- Sponsored a three part series for online and face to face students regarding career prep for a federal government position
- Co-sponsored with Student Activities a financial preparation program
- Sponsored guest speakers for the GMMD program

Research

Competencies: The Not-So-Uncharted Frontier

<http://www.naceweb.org/career-readiness/competencies/competencies-the-not-so-uncharted-frontier/>

Internships As A Pedagogical Approach to Soft-Skill Development

<http://www.naceweb.org/career-readiness/internships/internships-as-a-pedagogical-approach-to-soft-skill-development/>

Starting a Campus-Wide Competency Development Program: Different Approaches, Common Ground

<http://www.naceweb.org/career-readiness/best-practices/starting-a-campus-wide-competency-development-program/>

EOP is committed to the recruitment, retention and graduation of students who have the potential to succeed, despite being underprepared and coming from underserved communities

Assessed

- Implementation of the 4-week Pre-freshman Summer Program for incoming freshmen
- Effectiveness of intrusive counseling for all EOP students. Information collected via student participation surveys and counselor contacts (inclusive of MTS and Engage/Not Engaged information) were used to examine student academic outcomes, develop outreach strategies, and help EOP counselors work with students needing additional support to establish action plans to increase their chances of experiencing academic success.

Findings

- During the 4 week Summer Program, 70 students were engaged in various course components (students pursuing STEM-related studies: Math, Writing Comp, Intro to Chemistry, Computer Literacy, College Success Strategies; students not pursuing STEM-related studies: Math, Writing Comp, Intro to History, Computer Literacy, College Success Strategies), inclusive of study hours Monday through Thursday and counseling/advising. All student participants completed a student survey, the results indicating the majority of student participants found the programming to be informative and supportive to their academic learning, growth and development. For this EOP student cohort for the 2017 fall semester, 55 (79%) students were retained.
- Intrusive counseling for all 202 EOP students inclusive of tutorial support resulted in a retention rate 169 (84%) for the 2017 fall semester.

As result of findings:

Summer Program components will be further refined for the purpose of increasing student preparedness for entrance into the fall semester. Implementation of early intervention strategies inclusive of tutorial support and input from faculty, academic advisors, EOP counselors and students increases the academic outcomes of EOP students, increases student self-efficacy and empowers them in their learning. Have expanded tutorial support (EOP One-on-One Peer Tutoring Program) and it has become mandatory for freshmen and those challenged by the course content of the various courses they are engaged in. In addition, funding needed for programming focusing on student involvement/engagement and retention.

Reflections:

- Spring 2018 many students are developing an understanding of the impact peer tutoring can have not only on their learning experience but academic outcomes, and are actively engaged in the process and their learning. Continuing to work on refining EOP programming and outreach strategies (i.e. Support Groups) to increase student engagement, self-efficacy and academic success.

International Student Initiatives serves incoming international students and outgoing study abroad participants through advocacy and outreach

Assessed the barriers our student population face for Study Abroad and how to improve access to “mobilization”.

Findings: (1) Online students need improved access to information of SA opportunities and events. (2) Two major barriers for general population are financial support and academic flexibility.

As a result of findings: (1) Created an on-line virtual study abroad fair. Plan to work more closely with on-line student coordinator. (2) Increase opportunity for mobilization by creating mini-abroad opportunities to Canada. (Montreal 2018) (3) Promoting academic preparation in presentations and material.

Resources needed: (1) Continued advocacy for a supportive campus culture among partnering offices. (2) Access to designated funding opportunities for students in need.

Reflections

- Level the Playing Field for Underrepresented Populations
 - **Who:** Target Populations of underrepresented groups at SUNY Canton: Online, Economically Disadvantaged, Academically Restricted
 - **How:** Increase access to and awareness of study abroad opportunities and benefits for target populations
 - **Why:** Mobility will improve transversal skills allowing students to earn higher grades and receive higher salaries. (UUKi 2016) *See Handout*

What: Example Approaches for Target Groups

Definitions

- Online
 - Enrolled in a fully Online Program
 - Limited or no on-campus presence
- Economically Disadvantaged
 - Limited or no financial/federal Aid
 - Financially Independent students
- Academically Restricted
 - Enrollment in a curriculum that requires program specific courses every semester, (non flexible curriculum)
 - Students who have already completed General Electives

Initiatives for Increased Access

- Online
 - Virtual Study Abroad Fair
 - Work with Online coordinator for marketing and awareness
 - *Make 1 S.A. event accessible to Online Population per semester*
- Economically Disadvantaged
 - Montreal and other 'affordable' mini programs
 - *Offer 1 'Affordable' Program / Year*
- Academically Restricted
 - Montreal – other short term options to take advantage of what Canada has to offer
 - *Offer 1 Mini-Abroad / Year*

Research

Jones, E. (2013) *Internationalization and employability: the role of intercultural experiences in the development of transferable skills*

CSTEP prepares minority and economically disadvantaged students for careers in scientific, technical, engineering, mathematical, health-related and licensed professions

Assessed CSTEP Cumulative GPAs at the end of the F17 semester using finals Grades in BANNER and tutoring outcomes

Findings:

The average F17 GPA was **2.693**

86% had a GPA >2.0

47% had a GPA >3.0

The average cumulative GPA was **2.844**

89% had a GPA >2.0

50% had a GPA >3.0

As a result of findings

- Offer major-specific workshops, such as test-taking and time-management, to groups with the lower GPAs.
- Explore additional collaboration opportunities in CANINO to generate more interest and awareness of CSTEP from students and faculty.
- Work with our student committee to determine how to improve our tutoring process and encourage more students utilize this service.
- Encourage more of our students to work as peer tutors to other CSTEP students.
- During mandatory student monthly meeting, discuss the correlation between their GPA and the number of hours of tutoring they received.

Resources: Continued collaboration between Career Services and Tutoring Center

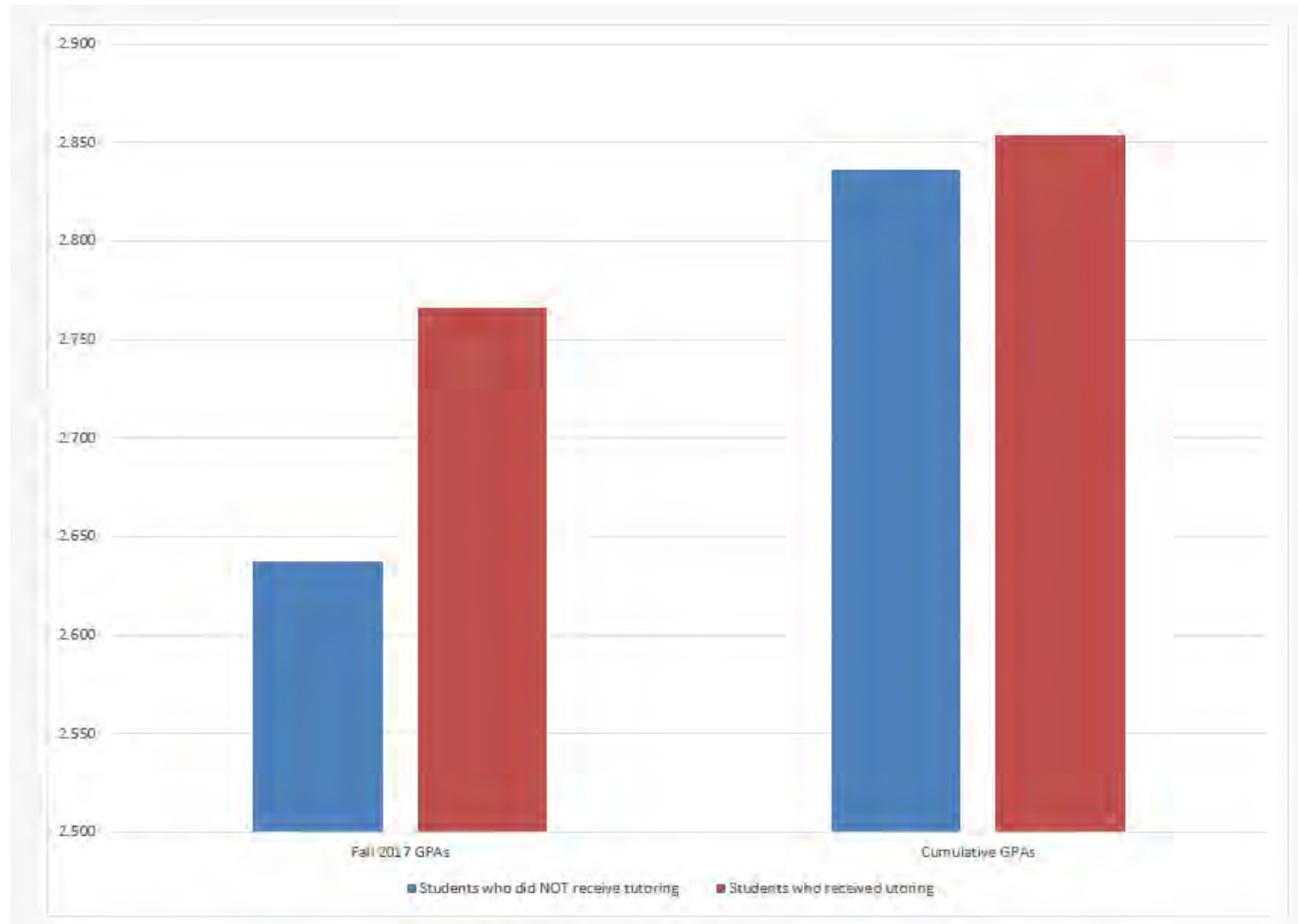
Reflections

- Improve tracking of tutoring hours
- Seek additional collaboration with student organizations: Engineering Club and Women in Engineering Club.
- Continue collaborations with Regional CSTEP programs to participate in workshops and conferences to motivate students further towards academic excellence.

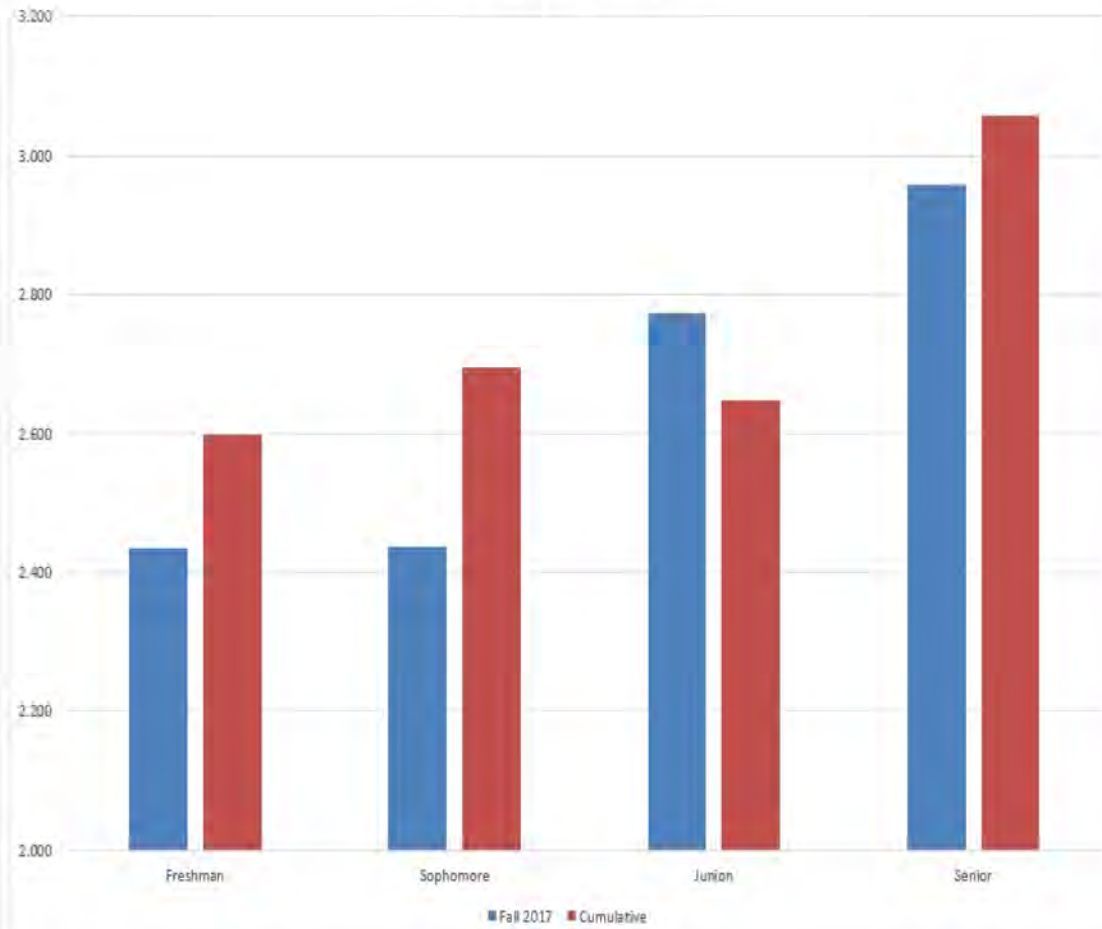
Data

51% of CSTEP Students Received Tutoring in F17

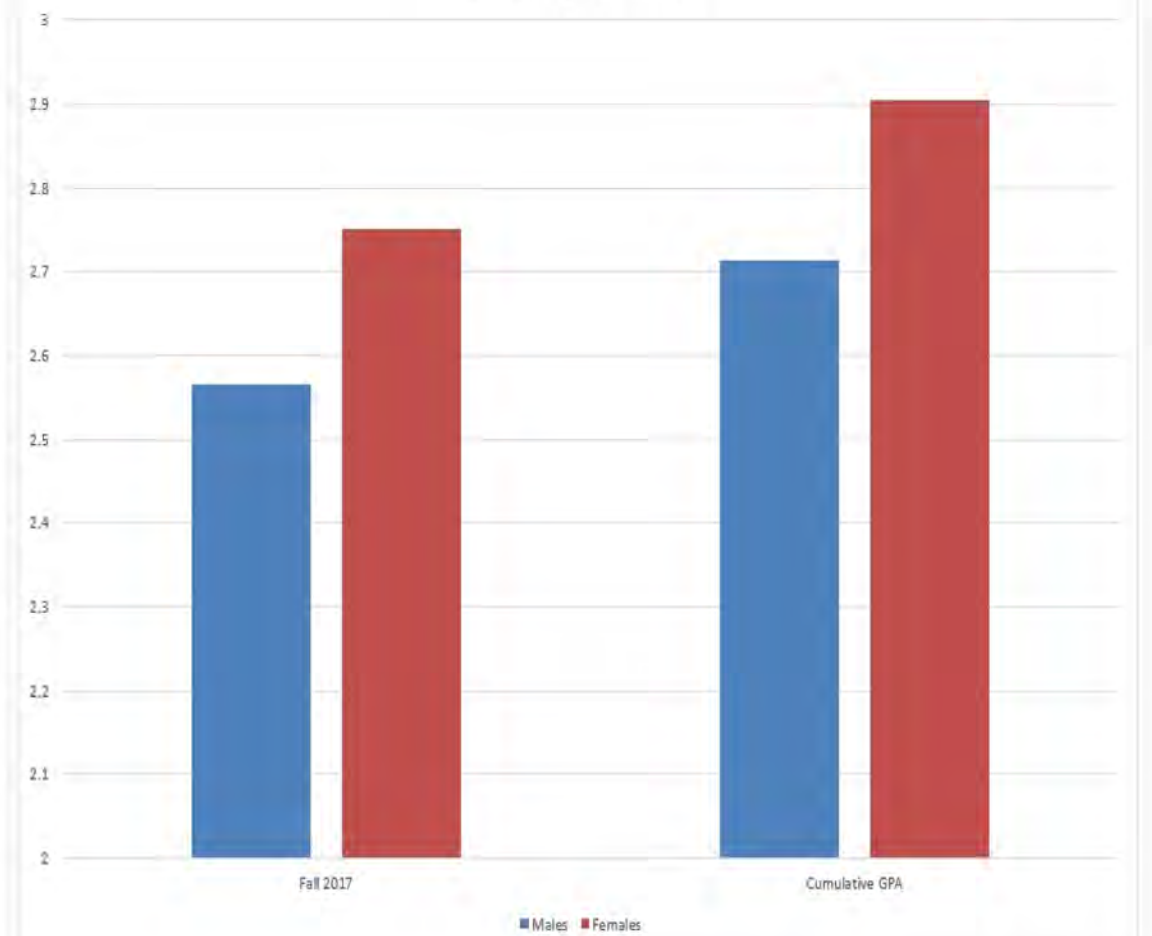
589 hours of tutoring were attended by our students



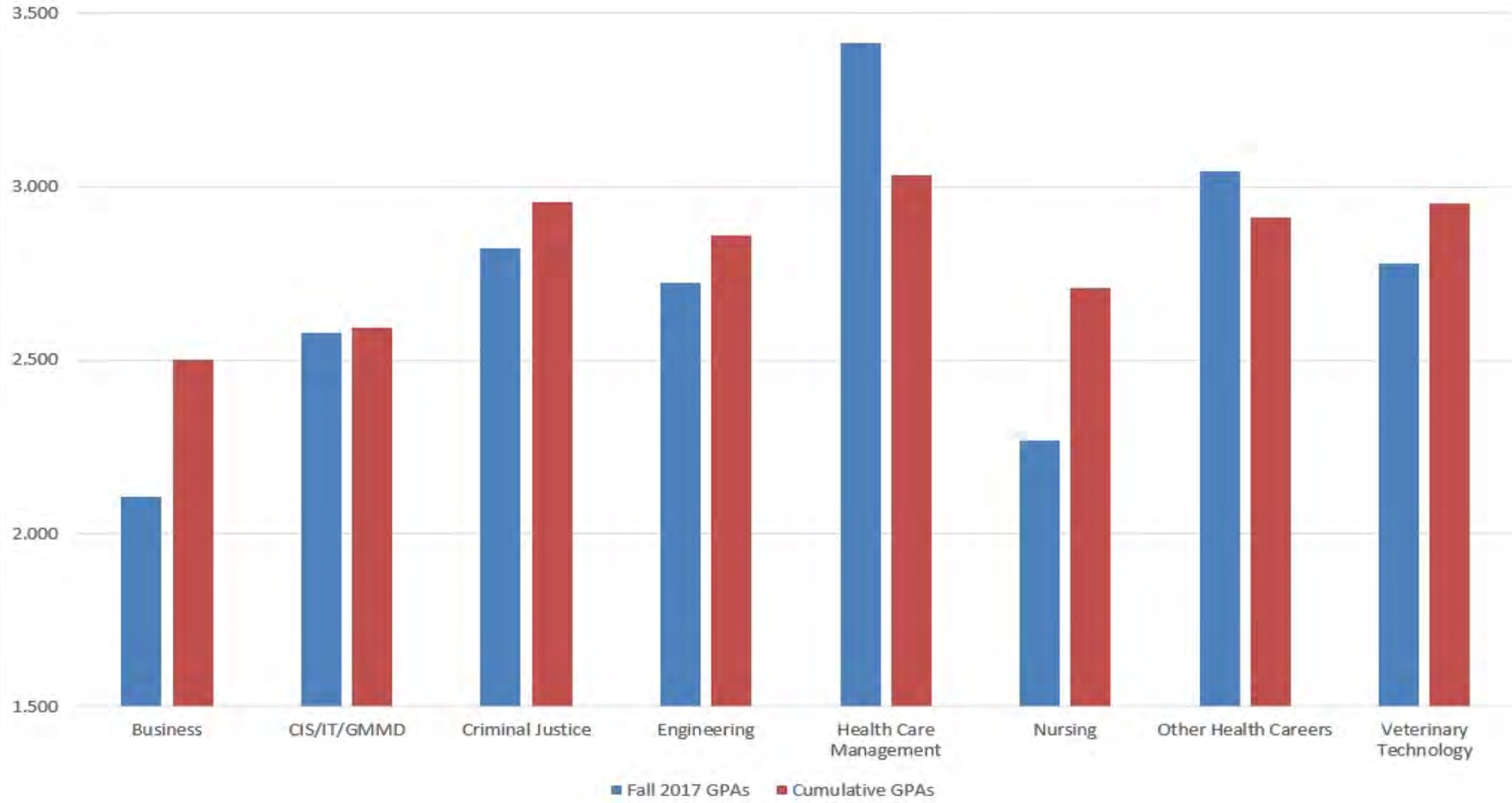
GPA by Class



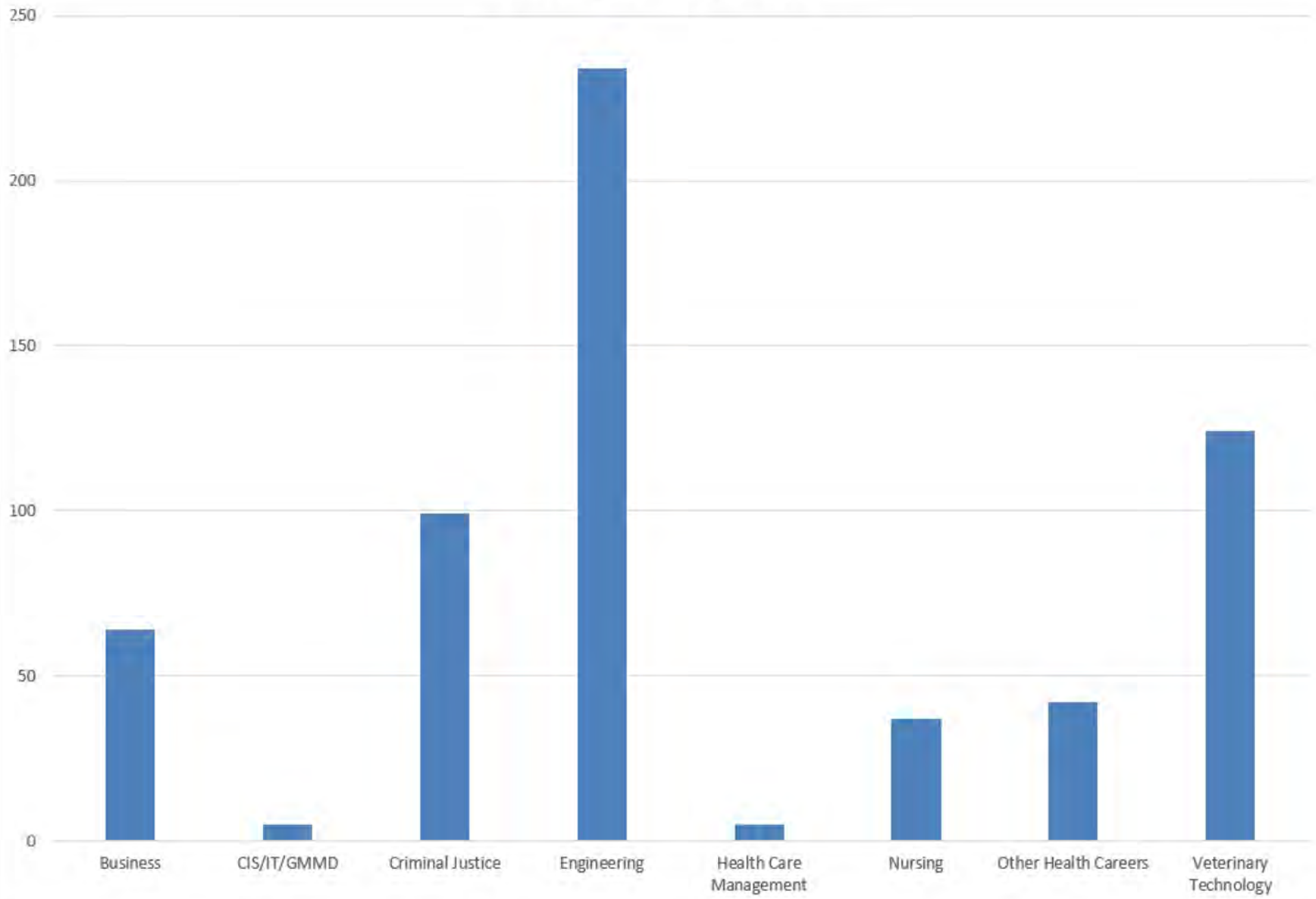
GPA by Gender



GPA by Majors



Tutoring Hours by Majors



Research

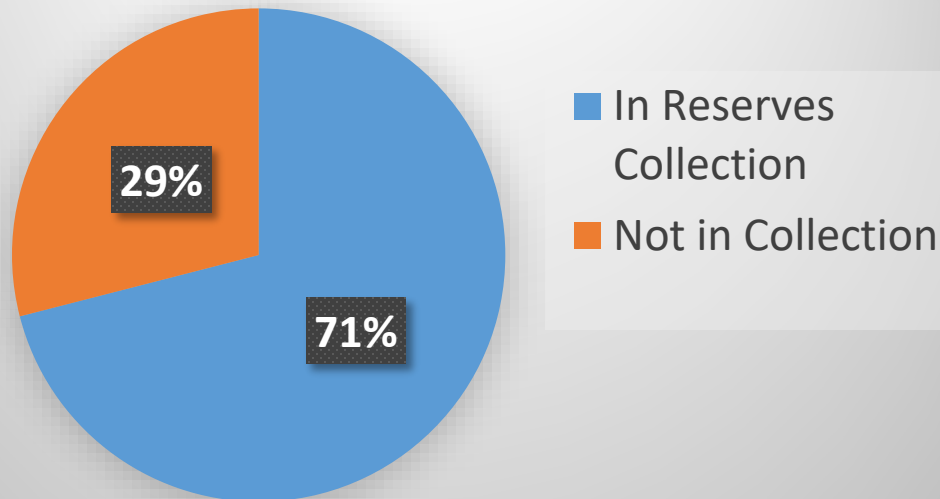
- Grillo et al. (2014). Academic support as a predictor of retention to graduation: New insights on the role of tutoring, learning assistance, and supplemental instruction. *Journal of College Student Retention*, 15(3), pp. 387-408. Holman, D. K. (2013).
- SUPPORTING STEM STUDENT SUCCESS, COMPETITIVE ADVANTAGES, and ENGAGEMENT in CAREER DEVELOPMENT. *Career Planning & Adult Development Journal*, 29, 73-80.
- Kim, M. M. (2015). Peer Tutoring at Colleges and Universities. *College and University*, v90, 2-7.
- Marx, J., Wolf, M. G., & Howard, K. (2016). A Spoonful of Success: Undergraduate Tutor-Tutee Interactions and Performance. *Learning Assistance Review*, 21, 85-108.

The Library Learning Commons provides access to library resources and services that engage the SUNY Canton community in teaching, learning, and scholarship

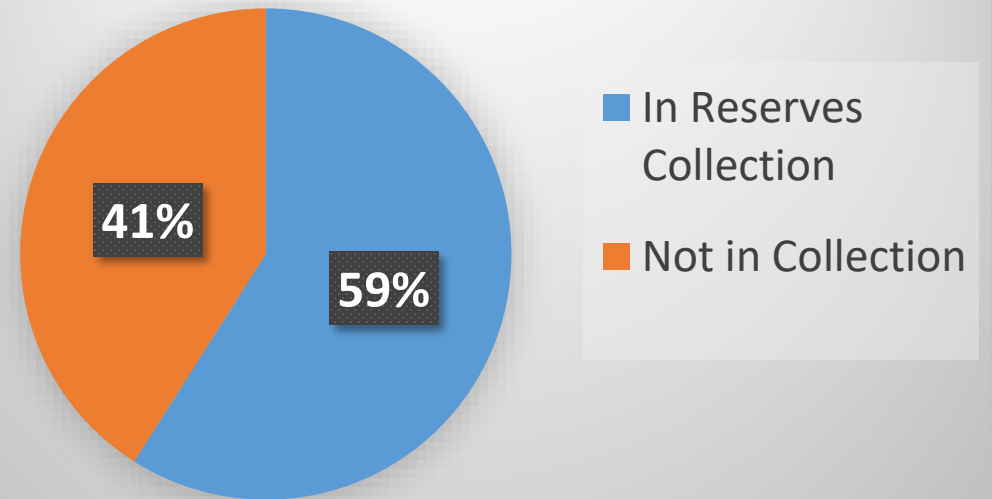
Assessed access to course materials and textbooks (reserve collection) using acquisition and circulation #'s and student feedback.

- Provide access to 50% (**71%**) of current semester course materials, and 75% (**59%**) of first-year course material
- Provide access to at least 30 electronic textbooks (**48**).
- Positive feedback (student focus group, SLLC)

Textbook Reserves Holdings for all
Fall 2017 Courses

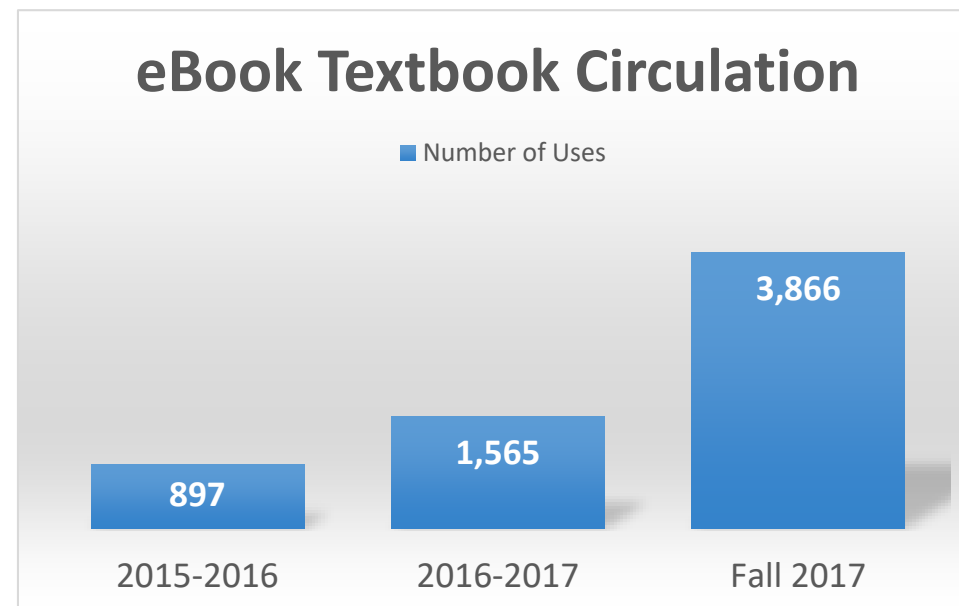
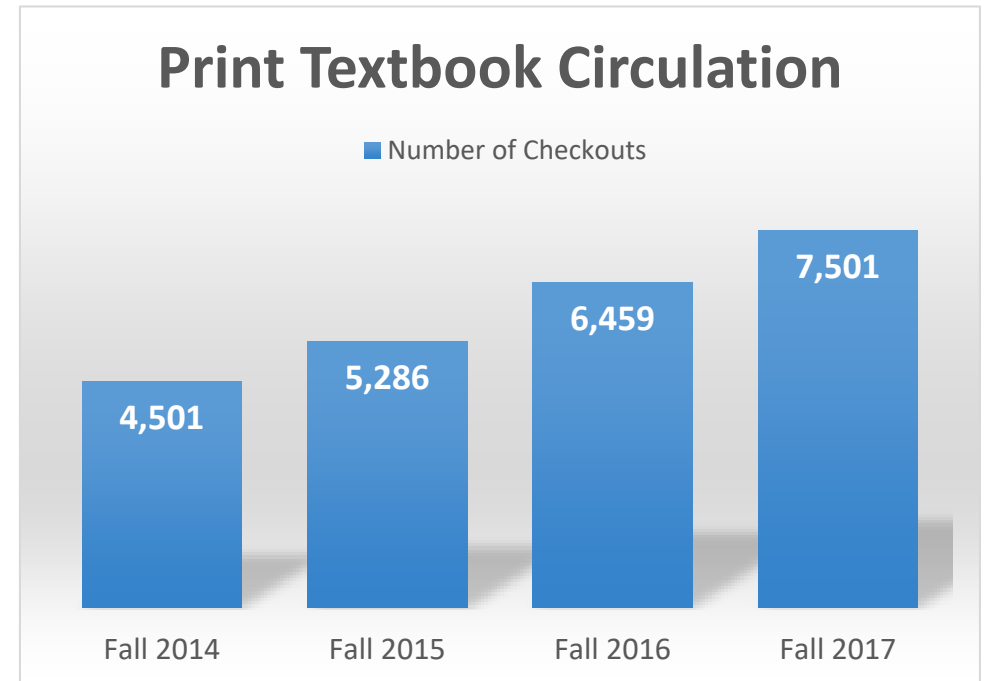
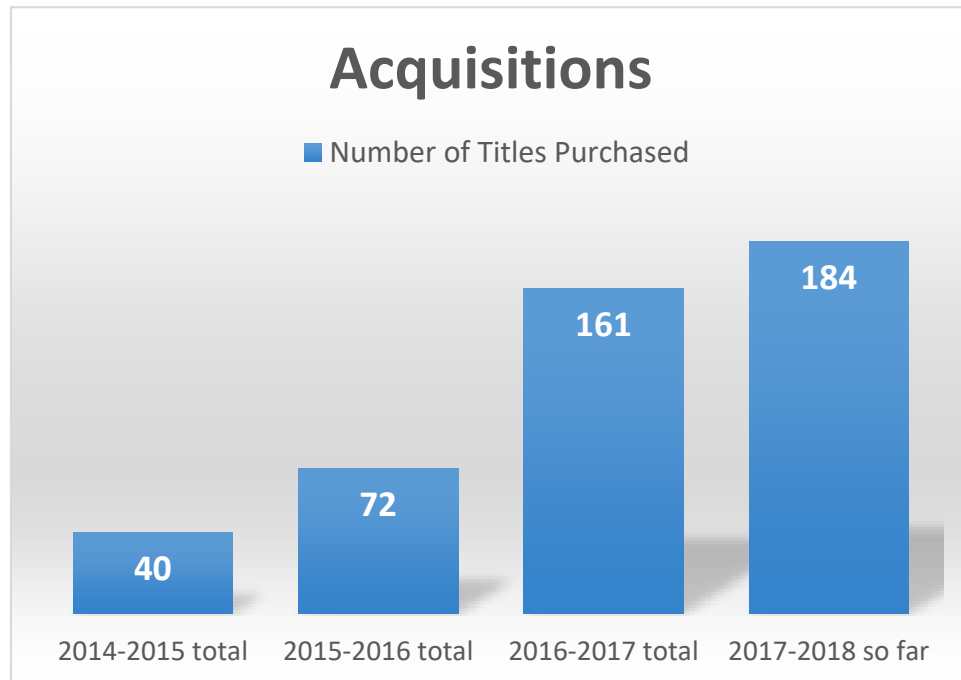


Textbook Reserves Holdings for 100-level
Fall 2017 Courses



Updated Findings

2016-17 and 2017-18 Provost Textbook Initiative has dramatically impacted textbook access and use.



As a result of findings

- Continue to purchase the textbooks that will have the most benefits for the most students
- Work with faculty (develop strategies) to encourage use of Open Education Resources (OER's) and other digital resources

Resources needed

- Maintain current support for Library-Provost Textbook Program (\$5,000/yr.)
- Buy-in from faculty members (strategies)

Reflections

- Program reduces financial barrier for students (retention)
- Need to improve data collection
 - New LSP should help with circulation data
 - eBook use still a challenge to assess
 - Gather student feedback annually
- Need to continue/improve collaborations with
 - Textbook Center
 - Faculty – encourage exploration and adoption of OER's

Research

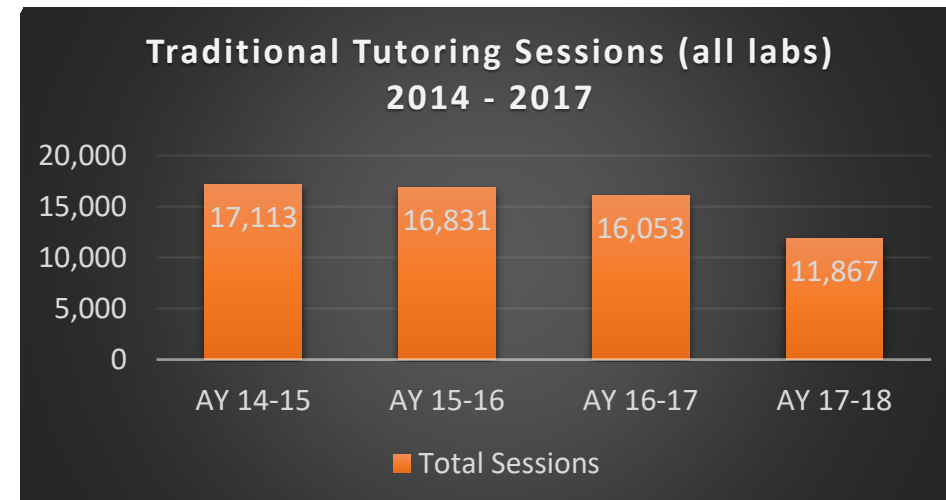
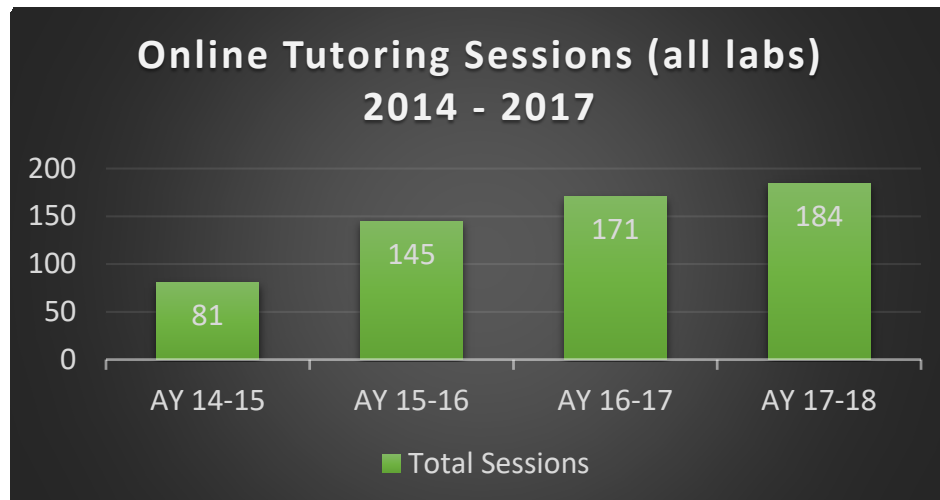
- [Covering the Cost: Why We Can No Longer Afford to Ignore High Textbook Prices](#)
- Dropping out-owe the College > \$1000-similar to costs of yearly textbooks. [Covering the Cost: Why We Can No Longer Afford to Ignore High Textbook Prices](#)
- OER adoption-Degree. The entire program can be completed without paying for textbooks, saving students 25 percent on the cost of their education. <http://evollution.com/attracting-students/accessibility/large-scale-adoption-of-open-educational-resources-as-an-institutional-differentiator/>

Tutoring Services provides programs, services, and resources that promote and support academic excellence

Assessed the need for increased availability of online tutoring services.

Findings

- Review of online tutoring sessions over the last 3 academic years revealed a continued increase. Since academic year 2014-15, the demand has increased more than 50%.
- Current online tutoring services are constrained by staffing limitations. Current staffing has the capacity for providing traditional tutoring sessions in the Tutoring Center.
- Online tutoring is not currently promoted as we would not be able to manage a large influx of requests with the current staffing structure and resources.
- 3 year trends: increase in number of online tutoring requests:



As result of findings

- Application and acceptance to the STAR-NY online tutoring consortium. These services will be available to SUNY Canton students beginning in the 2018 summer term. This service will offer our students access to free, online tutoring for 25 hours per week during the fall and spring semesters.
- STAR-NY course offerings include: Accounting, Biology, Chemistry, Computer Science, Economics, Math, Nursing, Physics, Psychology, and Writing.

Resources Needed

- Provision of a dedicated tutor to provide 5 hours per week of tutoring in Accounting.
- Tracking and reporting on student use and satisfaction with this service.
- Funding of the tutor and yearly membership if the service is to be sustained.
- Identification of a campus supervisor to provide tutor training and supervision, tracking and reporting, oversee QA, and liaise with the STAR-NY consortium.

Reflections

- This division is working to think creatively about how we package services as part of an effort to provide academic support to fully online students. Although tutoring services are available to online students, it has not been prioritized in terms of resource allocation. Our accessibility is part of what has made our traditional tutoring services so popular.
- Providing online tutoring through a consortium gives our students access to tutoring hours and resources that we would not be able to duplicate in such a cost effective manner.
- Opportunities for collaborations:
 - Networking, sharing, and collaborations with other SUNY institutions who are currently part of the consortium: Cortland, Tompkins Cortland CC, Buffalo, Alfred, Ulster, Oswego, Morrisville, Plattsburgh, Binghamton, Buffalo State, Albany, Cobleskill, Finger Lakes, Columbia Greene CC, Erie CC, New Paltz, Genesee CC, Corning CC, Delhi, Niagara CC, Adirondack, and Geneseo

Research

- Who Is Studying Online (and Where): <https://www.insidehighered.com/digital-learning/article/2018/01/05/new-us-data-show-continued-growth-college-students-studying>

TRiO provides enhanced academic assistance to students who qualify as low income; 1st generation; and/or students with a documented disability

Summer Bridge Program (participants are TRiO students who are leveled for Imputed Math 100). The goal is to get them prepared and ready to enter MATH 106 as quickly as possible. This keeps them on track to graduate--less additional semesters, less financial burden).

Assess Math 106 placement

Fall 2016

- 56% of summer participants were leveled into Math 106
- 22% received a C or above in fall course
- 87% returned for the spring 2017 semester
- 88% completed the first semester with good academic standing

Changes that were made to improve success rates:

- Summer bridge program extended from 3 days (summer 2016) to full week (summer 2017)
- Two RA's as opposed to one
- More student-staff activities which allowed a better opportunity to bond with the students. This resulted in many of the summer bridge students coming in for regular math tutoring during the fall semester.

As a result of the changes:

Fall 2017

88% of summer participants were leveled into Math 106 +

66% received a grade of C or above in the fall course +

93% returned for the spring 2018 semester +

75% of summer participants completed the first semester with good academic standing -

Research

Measuring Success in Summer Bridge Programs
<http://files.eric.ed.gov/fulltext/EJ877254.pdf>

Can Summer Bridge Programs Narrow the “College Readiness Gap”?
<http://www.mdrc.org/publication/can-summer-bridge-programs-narrow-college-readiness-gap>

Morris-Compton, D.J. (2014). Social and academic integration as predictors of community college students’ semester persistence in developmental courses. *Dissertation Abstracts International Section, A*, 74.

Attewell, P., Lavid, D., & Domina, T. (2006). New evidence on college remediation. *Journal of Higher Education*, 77(5), 886-924. doi: 10.1353/jhe.2006.0037

Veteran's Affairs helps military service personnel, military dependents and veterans transition to college

Assessed the outcomes of the collaborative project between SUNY Canton and JCC (Transitioning Veterans from Boots to Books and Beyond)

- Increase transfers from JCC to SUNY Canton by 2%
- Tutoring and FYEP impact on retention

Project Objectives

Institutional Support	Key programs and resources to support attainment
Academic & Completion	<ol style="list-style-type: none">1) Expand academic coaching and early academic alert monitoring and assistance. (Banner, Starfish or similar academic monitoring software)2) Increase Veteran enrollment, retention and completion.
Institutional Management	<ol style="list-style-type: none">1) Provide Veteran students with a dedicated transfer process from JCC to Canton through the visitation and “Moving Up” programs.2) Utilize early academic alert software to provide timely and efficient academic support and assistance.
Fiscal	<ol style="list-style-type: none">1) Provide financial literacy, Gap Funding (JCC only) and limited materials to support Veteran students with unforeseen financial crises that threaten their continued participation at the college.

Schedule 5 - Milestones

<u>Milestones from Schedule 5</u>	<u>When did / will your campus achieved the planned milestone</u>				<u>Milestones Not Achieved and Why?</u>
	2015/16	2016/17	2017/18	2018/19	
Planned Milestones					
• Provide Veterans only tutoring (Canton & JCC)		Fall 2016			
• Veterans only developmental courses offered (JCC)		Fall 2016			
• Veterans only transfer experience courses offered (Canton)					Transfer Experience Programs aren't mandatory. 3 students enrolled in this course (Fall 2017).
• Campus Visitations/Transfer Program (Canton & JCC)		Fall 2016			
• Veterans Marketing (Billboards/Commercials/Print) (JCC)	Summer 2016 - Taping	Fall 2016 - Deployed	Fall 2017 - Branding		
• Veterans only Orientation/Developmental Boot Camp (JCC)		Summer 2017			
• Academic coaches begin outreach (Canton & JCC)		Fall 2016			

New (Are there new milestones that you are planned based on your experience with the project? If so, when will you achieve these new milestones?)

- Use StarFish software to provide early warning and alert for Veteran Students at risk (JCC – Spring 2018)

Schedule 5 – METRICS

(

<u>Metrics from Schedule 5</u>	<u>Accomplished Metrics</u>			<u>Metric Not Accomplished and Why?</u>
	2015/16	2016/17	2017/18	
Promised Metrics				
<ul style="list-style-type: none"> By 2020, the 3-year graduation rate for Veterans will be 26% (JCC) 		23%		3 year matrix is required for the Fall 2016 entering cohort.
<ul style="list-style-type: none"> By 2020, the Fall to Fall retention rate will be 60% (JCC) 		52% - Increased by 3.7% from Fall 2014		
<ul style="list-style-type: none"> By Fall 2020, only 5% of Veterans will receive a "Y" grade in the previous academic year (JCC) 		11%		Funding and corresponding programs began in Fall 2016.
<ul style="list-style-type: none"> By 2020, the Fall to Fall retention rate will be 90% (Canton) 			81%	
<ul style="list-style-type: none"> By Fall 2020, the number of Veteran students entering with an Associates degree will increase by 100% (Canton) 			5 – Decrease by 8 students from Fall 2012	Admissions counselor responsible for Transfer admissions left position at the conclusion of Spring 2017.
<ul style="list-style-type: none"> 100% placement during each year of the program beginning in Spring 2017 (Canton) 				No date available. Placement survey will be sent out Oct 2017.
<ul style="list-style-type: none"> By 2021, 150% on-time graduation rate for Veterans will be 20%. (Canton) 				No data available. Goal is based on the first cohort of Fall 2016.

New (Are there new impacts that you will realize based on your experience with the project?)

- JCC is currently in the pilot phase of their StarFish install. Reports about Veteran students will be made available for review at the end of the semester. Reviewing information relevant to the implementation of StarFish will flush out further Veteran metrics.

Progress of the Project

- During Start-Up day in August 2016 & 17 the Veterans Educational Coordinator provided informational training to all faculty on Veteran related issues. The training focused on the social & emotional aspects of transitioning from military service into an academic environment, provided information on techniques to aid in classroom management and dealing with crisis within the veterans community. (JCC)
- 11 Gap funding & Emergency funding grants are now available to our students. Access to these funds require a demonstrated need and are used to assist students in meeting their financial obligations. Students accepting these benefits are referred to financial counseling services. We believe that these initiatives aid in retention efforts. (JCC)
- Through the VB3 grant, we have been able to hire tutors in Accounting, Chemistry, English and Math. These tutoring services have proven successful in assisting students in meeting the academic requirements through 1v1 & small group tutoring sessions. (Canton & JCC)
- The creation of a “Moving Up” campus visitation program over the past four semesters has been highly successful. To date, we’ve had 20 students participate in this initiative. (Canton & JCC)
- The Academic Coach program has been highly beneficial to our Veteran student population. The program was initiated in Fall 2016 and utilizes the “Moving Toward Success” report, which is a web based academic reporting system. In Fall 2016, the Academic Coach had direct contact with 18 students who were identified as high-risk. Of those 18, none of them were academically dismissed and only three were placed on probation. Two of the three were retained for Spring 2017. In Spring 2017, the Academic Coach once again had direct contact with 18 students who were identified as high-risk. Of those 18, one was dismissed and five were placed on probation. Three of the five were retained for Fall 2017. (Canton)